

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Canyon View Jr. High

District: Emery School District

Target Group: (whole school, entire class, grade level) 9th Grade Class (83 Students)

Target Group selection is based upon the following data/information/school improvement goals: One of the Desired Results for Student Learning at CVJH is to develop Life-Long Learning Skills this and the need to help students to prepare for life after High School, it was decided to utilize the Reality Town activity to do this.

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/ Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|---|--|--|--|--|--|--|
| All ninth grade students will participate in a reality-based problem-solving exercise to help them (a) better understand the financial responsibilities they will face as adults; (b) increase their desire to learn and practice good money management skills; (c) increase their understanding that academic performance either leads to more or less job options; and (d) become aware of potential salaries for different careers. (e)utilize career education computer based Choices Planner to learn about the career opportunities. | Priority #2 as identified by the most recent needs assessment related to "Educational and Career Planning" and "Learning How to Plan for My Future After High School." This is related to the Utah CGP Student Outcome Standards LC:A1 and A2 and LC B1 and B2, One of Canyon View Junior High's desired results for student learning is "Lifelong Learning" and "Helping Students Develop a Plan for Future Success." | Jr. High Counselor Access to Bridges: Choices Planner Program Reality Town Program Materials Community and Staff Volunteers, CVJH Community Council | Begin Date: December 2006 Choices Planner Reality Town Activity: February, 2, 2007 Follow up Complete: April 2007 | 83 students 100% of ninth grade class | Information and practice with the Choices Planner will be presented by the school counselor in the Computer Technology Class Resume writing will be practiced in the Language arts classes Checkbook writing/balancing will be presented in the orientation class prior to the activity. Follow up and surveys will be completed in the Geography classes 9 th Grade individual SEOP | The effectiveness of the Activity will be determined by the follow up discussions held in the Geography Classes. As well as career oriented searches on the Choices Planner Program following the activity. |

Principal's Signature

Date

November 28, 2006
Date of Staff Presentation

Doug Mecham, CVJH Counselor
Prepared By

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: _____ District: _____

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|-----------|--------------|-------------------------------|---------------------|---|---|---|---|
| | | | | | | | |

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Canyon View Jr. High, Emery School District Counselor Doug Mecham

Target Group: 9th Grade Students

Target Group selection is based upon: Need to prepare them for their future after High School

ABSTRACT

This activity was based on the Reality Town Experience which is an opportunity for students to learn about real life situations such as budgeting and purchasing goods. The Reality Town Experience will also be tied closely with the use of the Bridges: Choices Planner computer program where the students will research occupations including salaries and educational requirements. It will involve a great deal of community/volunteer involvement as well as lessons taught in the classroom. Results were positive in that the students learned about the importance of education and finances. They also better utilized the computer program resources on their own.

PROJECT DESCRIPTION

Introduction

- This Guidance activity was developed and modified to meet several goals. A needs assessment recognized needs related to “Educational and Career Planning” and “Learning how to Plan for the Future After High School”. These goals along with the CVJH Desired results for Student Learning of “Lifelong Learning” and “Helping Students Develop a Plan for the Future”.

Participants

We offered the opportunity to participate in the Reality Town Experience and the related activities to the entire 9th Grade class which consists of 83 students.

Method

- I began the activity by taking the students into the computer lab and introducing them to the Choices: Planner program during their Geography class. In 7th and 8th grade these same students had been introduced to the Choices Explorer program. In reviewing the usage of the Explorer program by the students there were very few who had ever revisited the website after the initial lessons. It is a very good program and discouraging to see that so few had bothered to utilize it on their own. When the students got onto Planner they took the interest inventory and began exploring different careers including educational needs and salaries. Students were told at this time very little concerning the Reality Town experience. They were told that the information on the computer program would be important information for a later activity. They were then encouraged to return to the website often and review the careers which interested them. In December I told the students that they were going to be participating in the Reality Town Activity and that they were going to get to apply for the occupation they wanted. Again this was completed in the Geography classes. They could only apply for occupations for which they qualified based upon their GPA. When the students saw the list of occupations and then received the slip of paper with their GPA they several complained that they could not get the occupation they wanted because of a low GPA. This provided an opportunity to discuss the importance of doing well in School. The list of student occupation choices was sent to the Reality Town people to produce the booklets. When the student booklets returned with the occupations that they had been assigned the students were again taken into the computers to specifically research their job on the Planner program.

The Reality Town experience took place on Feb. 2 2007 in conjunction with the 7th grade Job Shadow Day and a planned 8th Grade activity. During the activity the students were given a set salary to coincide with their occupation and went to Reality Town which was set up in the Gym. There we had Community Businesses and other volunteers and faculty manning stores and businesses where the students purchased cars, groceries, homes, clothes and other needs. They had to budget for a month long period and take out loans or get second jobs if necessary. As students progressed through the activity it was interesting to listen to the comments and even jealousy towards those who had better paying jobs and could afford what they wanted.

Following the activity the students processed what they had learned and took a look at what they actually earned. This again was done in the Geography classes. By the way, did I mention I am not only the counselor but also teach the Geography classes. As we looked at how much money the students had left at the end of the month it was apparent to many that they wanted higher paying jobs than what their GPA had earned them. We also took the opportunity to look at debt analysis for all the students and found that those who were doctors and lawyers and other high profile jobs had also gone into deep debt to obtain those jobs.

As a follow up I also was able to use the Reality Town and Choices Planner in the Individual SEOPs which I conducted with the students and their parents.

- Curriculum and Materials

We utilized the Choices Planner Program to research occupations, salaries and education needs.

The Reality Town booklets and resources were purchased from Reality Town Company.

The experience was made possible by Community Businesses and Volunteers. A total of 30 Volunteers participated.

Access to the students through my Geography Classes made it much easier and less disruptive to school routine.

- Project Start and End Dates

Began Early December, 2006 and ended April, 2007.

RESULTS

The students in classroom discussions appeared to really learn from the activities presented. In speaking with parents at SEOPs I had several reports of students having asked their parents about household finances including mortgages and auto loans. The students learned about budgeting and the real cost of purchases when interest is applied to the amount.

One of the purposes I had in doing this activity was to better utilize the Choices program. As mentioned the students did not revisit the website after the classroom activities in 7 and 8 grades. During the activities they were taken into the computers 2 times and when I reviewed usage following the activity I found that 44 of the 83 students had revisited the site on their own time. This is only barely over 50% but compared to the previous years it is promising.

DISCUSSION

These activities gave me and the students many opportunities. As the counselor doing the SEOPs with these same students I was able to speak more specifically to their needs and desires concerning future plans. It also helped involve the parents more in those discussions. The Reality Town Experience is definitely one that I will continue to do for many reasons such as the involvement of the community in the school and the relations it built. I will also continue to tie it into the computer programs which help students to research occupations.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: _____ District: _____

Target Group: _____

Target Group selection is based on the following data/information/school improvement goal: _____

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---------------------------|--|---|------------------------------------|---|-------------------------|----------------------------------|
| | | | | | | |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Canyon View Jr. High

District: Emery School District

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|-------------|--|---|---|--|---|---|---|
| Doug Mecham | Students at Risk of failing first Quarter Core Classes | <p>Small Group Activities conducted weekly for 4 weeks</p> <p>Week 1“Homework equals better grades” Activities focused on getting homework completed well and turned in on time.</p> <p>Week 2“Relationship and Communication Skills” Focus on how the student relates with the teacher.</p> <p>Week 3“Organization” Using Student Planner</p> <p>Week 4“Look at Successes” Review how the students are doing at end of quarter</p> | <p>September 27, 2006</p> <p>October 27, 2006</p> | <p>Potential: 30</p> <p>Real: 8 who participated in the group.</p> | <p>Pre:</p> <p>Of the 8 students who participated they had 17 failing grades in Core subjects at 1st quarter midterm</p> <p>Post</p> <p>At the end of 1st Quarter there were 2 students who each had a single Core class failing grade.</p> <p>In discussion at the end of the group and during the activity the students expressed a feeling of success as they got homework in on time and interacted with teachers in a more positive way..</p> | <p>As mentioned, student achievement seemed to be apparent in the improvement of the grades in core subjects. Along with these results. Teachers also mentioned more positive interaction by those students involved and an improved homework completion rate in the classes.</p> <p>The students also began to use the Student Planner given to each student more effectively.</p> | <p>I believe that the data tells us that when students feel that when faculty, whether it be a counselor or teachers, take time to be involve with students the students make an effort. The students who participated are also the same students who often do not interact with teachers and utilize the resources available. These students tended to not do their homework or to not turn it in on time. With someone closely monitoring them they were more willing to complete assignments and finish on time.</p> <p>If the students retain what they learned and did during the activity it will benefit them in school and employment</p> |

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: San Rafael Jr. High School

Target Group: In-coming 7th Graders

Target Group Selection: All feeder elementary school 6th grade classes

ABSTRACT

The purpose of this project was to provide a better transition for in-coming 7th graders by inviting three sixth grade classes from three different feeder schools to come to San Rafael Jr. High for a morning of three rotations that included; a tour of the school and introduction to school activities, a computerized reading test, and an explanation of the registration process. Seventy-one students participated with only 2 absent. Elementary school teachers requested that the orientation be conducted prior to the SEPs held at the end of March so that they could review the registration forms with parents and get their signatures and input. Reading scores helped the seventh grade teachers prepare for the new group of students. Students liked being able to visit the school and talk with students from other towns.

PROJECT DESCRIPTION

Introduction: Prior to the new transition program, the counselor had visited the individual elementary classrooms and talked about registration, but the 6th grade students didn't visit San Rafael Jr. High School. This program was designed to bring the students here, making them more familiar with the school, meet student officers, learn about activities and meet staff and other in-coming students. Three rotations were conducted; a tour of the building, the Star reading test in the computer lab and a registration session in the media center. The cafeteria provided treats. The reading test on the computer provided consistent results that could be easily manipulated and shared with the faculty and reduced the testing time asked of the elementary teachers. The teachers had completed registration sheets to share with parents at the SEP meetings that could be adjusted as needed and parents were better able to understand placements and get any questions answered. The school counselor visited each elementary school several weeks after the orientation to pick-up registration sheets and have a follow-up discussion.

Participants: 71 of the expected 73 in-coming students participated.

Method

- **Guidance Activities:** Student Government students organized the tour and explanation of activities, the counselor provided registration information and provided some study skills.
- **Resources/Staff Develop:** The Star Reading Program was available in the computer lab. The media center was used for the registration discussion and each student was provided with a pocket folder of information and handouts. The cafeteria provided treats.

- **Project Start and End Dates:** Planning began in Feb., the transition activity was held on March 16th and follow-up visits to the elementary schools were the first week of April.
- **Evaluation Methods:** The following measures were used to evaluate the activity; Number of students participating, number of completed registration sheets turned in on the follow up visit, satisfaction expressed during discussion on the follow-up visit.
- **Counselor:** Christine Hunt was the half-time counselor involved in the project, but principals for all schools, 3 elementary teachers, parent volunteers, and student government students also participated.
- **Curriculum and Materials Used:** Registration forms and other information handouts, study skills sheets and an *Entering Jr. High* booklet were included in student pocket folders.

RESULTS

- All three elementary school principals and 6th grade teachers were pleased to participate.
- Number of students = 73 out of 75
 - Number of registration forms on time = 73 out of 75 (students who didn't attend the orientation were the ones that didn't follow thru with completing forms)
 - Satisfaction: Discussion at each elementary school was positive. Teachers liked the timing and the organization of the visit. Students liked the activities but thought that there should be more "fun" things like games. They felt that their questions were answered and they were looking forward to 7th grade.

DISCUSSION

The activity provided good transition experience for the students and helped the registration and information gathering process be more efficient and effective. All participants agreed to repeat the process next year.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: San Rafael Jr. High

Target Group: Academically at-risk 9th Graders

Target Selection: Students receiving 2 or more F's on 1st term grades were identified as at-risk.

ABSTRACT

Students were identified and then followed through the year. Some small groups were held, but because of scheduling difficulties most contacts were on an individual basis. Finding a time to pull groups together continues to be a problem. Changes in placement, contact with families, discussion of personal problems and reviewing academic progress were interventions that were used on a case by case basis. Students made improvement overall. Individual circumstances made a difference in the progress that students achieved. By identifying students and tracking them, better plans were made for transition to high school and more problems were solved or addressed by the systematic review.

PROJECT DESCRIPTION

Introduction: This project was a change from the intervention of the previous year.

Last year students were in a class to help them with study skill, but the class was only effective for one term. The investment in time and staff didn't seem justified for the results. Instead of putting students together for one period a day, it was decided to use a small group approach.

Participants: 11 ninth graders were tracked for 3 terms.

Method

- **Guidance Activities:** Study skills, problem-solving and career planning in small group.
- **Project Start and End Dates:** Nov. thru May
- **Evaluation Methods** Change in GPA and number of F's
- **Counselor:** Christine Hunt

RESULTS

The average lowest GPA for the group was 1.6. The fourth term GPA was 1.9. The number of F's changed from 10 in the low term to 5 for the last term. Two students were placed in resource and one student decided to make plans to join Job Corp for the remainder of his high school education. Four placements in math or English were done as a result of issues raised through the tracking process.

DISCUSSION

The positive results of the tracking process continue to be worth the effort. The increased commitment of the students to try to improve, the on-going discussions with parents and teachers and the timely adjustment to placement and education plans help maintain the students and resulted in more credit being earned toward graduation. Next year the goal will be to find a way to meet as a group more consistently as the calendar for the CCGP is developed.